

#1



# THE THEFT OF OUR YOUTH!



**radical  
ideas and thoughts on the  
treatment of "children"**

# INTRO

## **When we associate learning with pain, the kids wont learn.**

What your parents told you was true, when you told them you hated school, "that's how life is deal with it." The problem is that when they tell you that, they don't want you to change things, they want you to just "take it." High school is preparation for the rest of your life, so we must start here. Start at the root. They are teaching you to stand in line, to do worthless work, and to know only what you need to know to work for the system. We are the next wage slaves and just as some day they must break their chains, so must we.

This zine is not to be taken lightly. You can't just hate school because its hard, you must abolish it because it destroys the natural curiosity of a child.

**Love Rev. Terry**

P.S. I hope this zine works as a door, not as a window. Don't just read act.



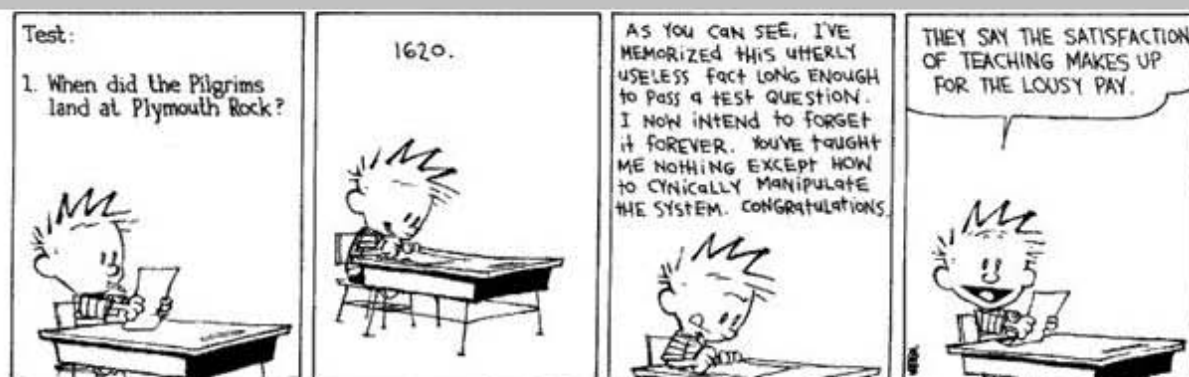
**teachers,administration and cops: nothing in zine is promoting illegal activity or revolution. It just a joke.**

Did you ever wonder why your parents act so disoriented when it comes to 'leisure' activities? Why they start one little hobby, and either fail to follow through with it or become pathologically obsessed with it... even though it doesn't seem to have anything to do with their lives? Maybe they seek to lose themselves in gardening or following the exploits of some basketball team. Maybe your father buys all sorts of fancy tools (the kind of tools many men his age have), but only uses them for a few days before setting them aside—and then buys a lot of skiing equipment the next month. Or perhaps they just spend their time trying figure out how to pay off the debt they owe for that wide screen television they spend the rest of their time watching.



And—have they ever been honest with you about their jobs? Do they enjoy them? Is their work the most fulfilling thing they could be doing, are they able to achieve every goal they always wanted to? Do they feel heroic or proud every day as they return home—or are they exhausted? Do they turn that wide screen television on as soon as they come in the door? Do they have the energy to do anything else?

Did you ever wonder if there might be a better way for them, for you?



from "How Ethical is the Work 'Ethic'" by the crimethinc ex-workers collective [www.crimethinc.com](http://www.crimethinc.com)



# what can you do?:

Flush things down the toilets (preferably faculty johns) like balloons filled with air, spoons, baseballs, M80's, huge amounts of toilet paper, sponges, etc.

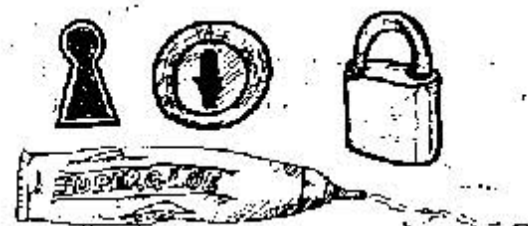
Get a syringe (minus needle) or similar device. Mix both tubes of epoxy glue with a little rubbing alcohol. You now have about half an hour to fill locks, door jams, etc. before glue hardens. If you can't get the epoxy glue and syringe a tube of airplane cement can also be used although it is not as permanent.

reprint this zine and pass around the school

Free all the animals in the biology classroom!

Go on strike. Say school is 12 years of brainwashing without pay. Parade around for a week or so until you get your demands.

## SABOTAGE



Draw or paste something 'obscene' on pull-down wall-maps or movie screens.

Bad food? A good old food riot does the trick!

GET STUCK IN !

Start an information service to get new students opinions and warnings about the teachers and administrators before enrollment day. Get a bunch of friends together and make a newsletter for all the kids that are first coming in to the school. Like tell about the dick teachers and such. Tell about how to cause carnage. Example: Get a 10th grade group and write one of the 9th graders.

Demand to see your school records on file. (Everyone can see them.)

Rip off dishes and silverware from the cafeteria, towels from the gym, stencils and paper from the duplicating room, layout equipment from the art and drafting departments, tools from the wood shop, and light bulbs from the sockets, lots of pencils, TP, etc. from the school, then donate it to your local anarchist group (like food not bombs.)

Save your book reports and essays. Give them to other students to use next year or re-use them yourself with different teachers.

## SCHOOL CLUBS

Are you frustrated with school clubs where you feel left out? Would you like to form a club with like-minded teenagers? How about setting up an Anarchy Club at your high school?

Most schools you will need a signature from a teacher (easier said than done) if you can't then just do it with out, set a meeting place at some ones house and go from their. Then you can set up meetings at lunch etc...

Some suggestions for anarchy club activities

- Create an underground zine critical of the school and administrators
- Start a local Food Not Bombs group in your community or an anarchist-run social service organization
- Get together and write a manifesto
- Sponsor a book discussion group
- Learn how to do and practice direct action techniques
- Set up a website
- Organize demos against curfews, Internet filters, and repressive school policies
- Disobey stupid school policies such as uniforms, t-shirt codes, and security measure via sabotage and/or civil disobedience
- Put up posters up around school

If your school has a dress code, which most do, do something that doesn't violate it, but pisses off teachers. Find a loophole. like You cannot color your hair with wash-off color, but you can permanently!! Just get a dark color and when the teacher starts bitching, say its permanent, and the teacher can't do anything!! They wont very-well kick you out for hair color!!

Do some revolutionary wall painting. All you need is a can of spray paint (red?) plus a little imagination and courage.

# AGITAGE, RESIST, REVOLT, DROP OUT!

## First draft of Youth Liberation Front Founding Statement

Founding Statement of the Youth Liberation Front (YLF)

The Youth Liberation Front is not a central committee, a vanguard of intellectually-advanced leaders, or an elite group of honor-rollers who won the annual popularity contest. It is a battle cry, an acronym carved into a desk, a whisper between comrades passing in the hall. It is chanted by inmates in juvenile halls rioting against an abusive and illegitimate institution. It is a silk-screened patch sewn on the knap sacks of young hobos, bums and punks. It is carved into the baseball bat that cracks the skull of the long-since parent-turned-abuser. It is a tattoo worn by a grrl no longer willing to hate herself. It is a phrase that sends kids to the psyche ward, and sympathetic teachers to the

unemployment line. It turns 4.0 GPA's into barricades. It is the struggle taken up by doctrines of long held sacred as empowerment. It is we give each other, in both the struggle the inspiration for rydalin) despite the parents) to trick them teachers, extra-society of friends, and man or woman you). It is the ire of principals, professors, joyful shout of an s/he takes a risk that notions of social



is the seductive kiss that Molotov cocktails and reluctantly-embraced those raised in strict obedience and discipline, tools of resistance and the support and solidarity tangibly and emotionally, and in day to day life. It is kids to get off drugs (i.e. efforts of their pimps (i.e. out to all their clients (i.e. curricular activities, their the next eligible young they've got lined up for parents, priests, and pundits. It is the introverted quiet kid as defies all pre-conceived norms, and is in return

presented with something long-coveted. It is the solemn mutter of the most witty, unapproachable class clown, eyes pregnant with tears. It is an unapologetic raised fist in a world where we are not even to raise from our seat to go to the restroom without permission. It is the lone revolutionary still fighting a guerilla war against a totalitarian state that has long since been the victor. It is yet another movement of livestock that declares its individual sovereignty, rather than remain someone else's property to be used as bargaining chips or status symbols. It is the clique that smashes the boundaries of all other cliques, that celebrates our diversity, rather than dividing us up based on our sizes, tastes, unique abilities, sexual identities and preferences, classes, colors, creeds, and ages -for it is our division that makes us the most vulnerable to those in charge. It is a name that will echo in history as the banner that was raised by the most intimately of the oppressed of this or any other society. It is the simple declaration that ultimately we know what's best for us, though sometimes we need some support, guidance, and most

**just say it was written by "m(A)tt".**

# AGITATE, RESIST, REVOLT, DROP OUT!

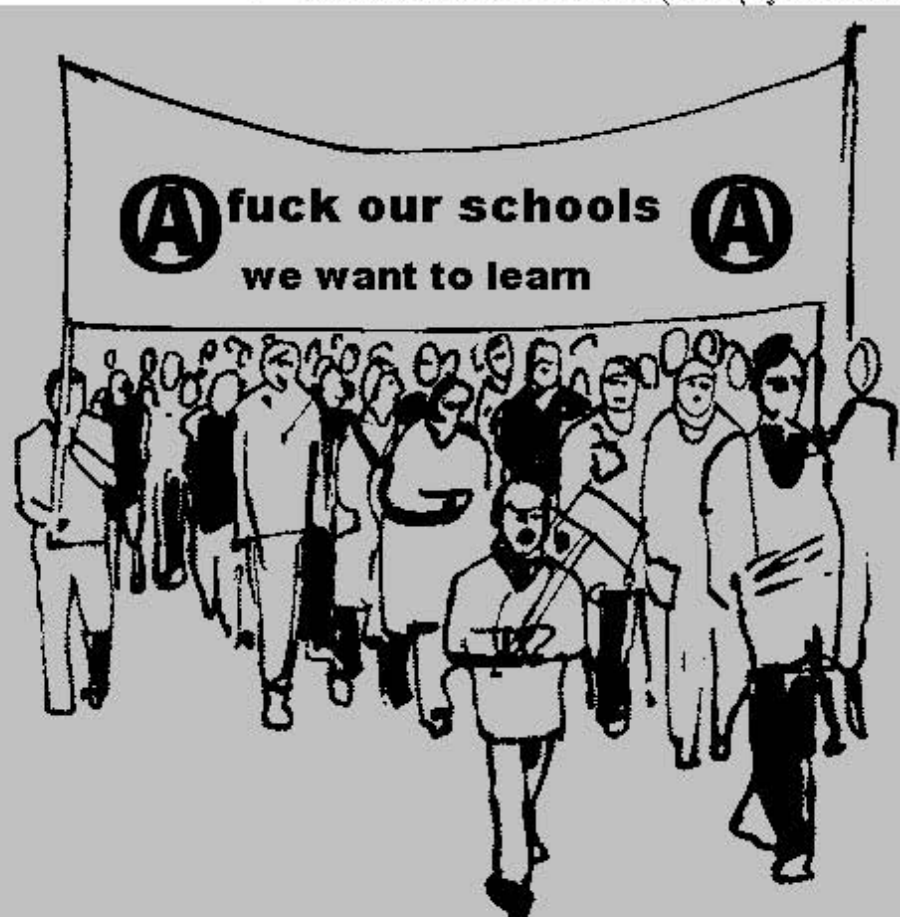
## Youth liberation front cont.

importantly, unconditional love.

It will be the destruction of the nuclear family until our parents, who we love, can come to treat us as equals, just as the feminist movement has demanded of its male lovers. Conflict with those who have nurtured us and made us who we are is not a battle most of us want to fight, but for all of us, in one form or another, it is the only way to liberation.

## More tips

- Read books! Contemporary schooling is designed to educate you just enough to be an obedient cubicle slave. Schools are set up to make young people hate learning. Educate yourself for liberation!
- Remember! You aren't alone.
- Sabotage, smash, destroy, and mess up all school surveillance equipment, including CCTV's, alarms, computer databases, and so on.
- Never snitch on a fellow student. Never!
- Destroy school computer attendance databases.
- If your school bans clothing with political messages, make a big stink about students wearing corporate logos.
- Publish an underground newspaper.
- Get a bunch of condoms (cheaply available from AIDS prevention groups)



and distribute them to other students

- Tell the Young Life/Trinity Club students that they are brainwashed sheep.
- Form anarchist or youth liberation affinity groups.
- Subvert the school's pep rallies. Make a stink about the school not doing a pep rally for artists, geeks, and stoners.
- Ask your teachers why they don't band together and get rid of the principals and the administration.



# Student Government Never, Student Self-Management Now!

By Rev. Terry and Crudocrust of the DAAA Collective Modesto CA, Central Valley

Every business day a living creature is violated, condemned, coerced, biologically molested, and standardized to the point of misery between the hours 8:00am-3:00pm, preparing for a life full of preparing for life, or what they would tell us will be "our lives". These creatures are made to feel inferior, and are forced through state sanctioned means of coercion and degradation, to compete and test against each other, creating newly formed class systems that in their earlier years never existed. Like a hunter gather thrust into a world of divide labor and complicated technology, we have be thrust from our world of play and fun into a world where suddenly things were serious. These creatures are children, around the ages 4-18. Chances are a child today has already witness a divorce, addiction, violence, and witnessed some one they love crushed by debt or job loss. Now they will have the experience of hearing that he/she is "not as advanced" or "hyper active" because they cant sit throe 8+ hours of bland restricted teaching? As the problems increase, so do the pills. Where once a happy child bounced with the joys of young life, now a life is hell now sits, digesting their drug intake. Some of our eyes are opening, and some of us our seeing that we are not supposed to fit into the mold that they are forcing us into. Schools have us training to be math wizes and track stars, but most of aren't or don't want the position if left to our own devices, and we are very, pissed off about it.

As a child of 16, (before being kicked out of Riverbank High and into a continuation school), I was woken up at 6:30, which my body could tell me was to early for my growing young adult frame. Teens brains don't even become awake until about 10am, and thus the first half of the day is wasted as I doze in and out of class. Across the nation however, children are herded into school not later, but earlier, as schools are starting classes at new times. This loss of sleep I will never gain back, and will just add to the plenty of sleep I will soon lose in the work place. Parents and teachers will justify this by saying "go to sleep earlier", which if I did would never have time to spend time with my friends or actually learn. At 6:50A.M. I'm not hungry (which I took as another signal from my body that I wasn't supposed to be awake at this time), this of course, as one would probably guess, effected my whole day. The food that the state offers me isn't that good either. From milk filled with hormones, to soda filled with stimulants and calories no young person should be exposed to, I've a walking target for a youth market that is totally captured in one space. As the "Terminator" terminates more and more state money for the school, suddenly Mountain Dew bought text books don't look that bad.



I now can learn about health from my good friends at Frito Lay, and are provided with cool book binders by the Navy. The lack of sleep and lack of food combine to create not a winning performance, but one of malnutrition, insomnia, and lack of any real learning. I'm not learning about the world, I'm learning about how to survive in the work world. In short, I'm learning to take my place in the capitalist landscape. One of the posters of my teachers reads, "High school is a test for life."

At 8:12am I was already late for "youth concentration camp..." as anarchist writer Bob Black would called it. I would arrive on time but would leave the campus to feed one of my many addictions with many other students who "vent" in this way. By this time in my life I had got over the fear of being in trouble. And when called to the office because of my recurring tardiness and absences, I would confidently state my beliefs to the vice principal out of spite and disgust for my imposed situation



Every day millions of kids have their natural search of knowledge crushed by the schools associating learning with pain and force. Reading is hated because of years of useless short stories and imposed novels, history feared because of one-sided textbooks that shorten years into paragraphs and repeated math that may or may-not be used in the future are shoved down throats. The struggles and achievements of people of color, women, and radicals appear as footnotes, and we struggle to copy down the accomplishments of a few rich white men. A child can pass every test, but still be called a failure because he/she did not spend the little time they have off doing homework. A child can also spend all their time doing homework, and fail because they can't take standarized tests. What is learned here is not about if we actually learn or not, but if we are able to produce something that meets requirements. Not every child is going to learn the same way. Some may learn from notes, reading, audio/visual, or experience.

School tries one way, and if that doesn't work, then that student is a failure. If I had a book I wanted to read or just needed some time off, who are you to tell me that is not acceptable. Is this to prepare me for the factory, where new ideas are scorned, and obedience and output is excepted? You are human just like me, and the only thing that separates me from adults of authority is a piece of paper that some other human gave you.



## Student Government Never... cont.

I learned more "slacking around" and making forts from sticks down by the river, than I learned a week in physical science. Just as any difference in students is stopped (hair, clothes, thought, etc.), standards restrict what a teacher may teach, destroying the differences in opinion. Where once a flowing tapestry of knowledge existed, now only a dry book of state sanctioned facts remain. Thus children only know that what is on the "big" test in the end, and high test scores mean that the school got there funding, and that children are "educated" and ready to work. This is what you call learning, because it looks like standardization to me.

Then I go home to my parents already pissed of from their crappy days at work, who soon learn, from the robotic voice on the phone, my day's ordeals. I'm not against learning, quite the opposite, its just not happening. We can't just spend our lives preparing for life. You will go to school instead of living and then to work instead of having fun, hoping some day you will get to live the life you once had.

If school is the beginning, then we will unmake school, better yet - we will declare war. An endless war for the endless attack that the system of markets, commerce, and work has created all around us. They would give us biological molestation, we will allow ourselves the sleep that our bodies need. They would give us genetically modified foods and meats, carbonated sugar waters and disgusting corporate tripe, and we will give them broken vending machines and green houses that produce fruits and vegetables that we will grow, cook, and eat. In place of standardization, we will have free association. The puppet student governments will be meaningless in the face of organized student assemblies and councils. As the flags by the office are burned, the principles office will make a perfect home for the creation of an Indy media center, as propaganda teams occupy the copier to make news of the insurrection. Unlimited knowledge, unlimited access, unlimited freedom to explore, create, and become the kinds of people that we want to be. Perhaps we will find our true selves not in the mold that capitalism would have us in, but at war with the mold that they have created for us.



From forthcoming and final DAAA Collective zine, NCAA (Northern Californian Anti-Authoritarian) #5.



On Thursday, March 28, 1985 Anthony Junior High School was shut down for a day when students got "out of hand" in response to a new dress code that was imposed. Against school rules were such "punk fashions" as ripped jeans, exposed underwear, tattoos, and spiked and studded leather.



For a worthwhile education  
learn the 3 'R's:

**Resist, Rebel,  
Revolt!**



## Zapatista Schools Teach Peace in a World at War By Peter Brown

"The movement in resistance to globalization walks on a knife's edge . . . what we have to do is widen the edge of the knife to open a space of possibility for the advance of the global progressive movement that impedes the two extremes which present themselves as the only options before globalization. One of these false alternatives is in favor of globalization and all of its brutality; the other favors nationalist or religious fundamentalists and all of their violence."



Despite Bush's global war, a profound rebellion is alive and well in the mountain villages and jungle canyons of Chiapas, Mexico. Impoverished Maya communities, still officially at war with the Mexican government and surrounded by a massive and hostile military force, are nurturing an innovative, autonomous education system teaching tolerance and democracy to thousands of indigenous students.

"The education we are developing here is an education which really teaches us what we are...an education not of the style preferred by those who dominate," explained the coordinator of the Zapatista Autonomous Rebelious Education System (SERAZ). "We are searching for an education which makes us conscious of the roots of this so-divided society, from this divided world we can make a single world where we all fit."



"Education" was a central demand on January 1, 1994, when thousands of Maya peasants carrying machetes, hunting rifles, and a few high power weapons occupied the five major mountain cities of southeastern Mexican state of Chiapas. Images of masked rebels and their silver-tongued subcommander flashed around the world - simultaneously creating an icon of opposition to globalization while partially confusing the content the Maya peoples demands.

Despite their militant image, Zapatistas have spent the last seven years training teachers and health workers while launching numerous innovative (and non-violent) peace initiatives. Government attempts to portray these rebels as terrorists or drug traffickers have generally been unsuccessful. However today the Zapatistas are concerned their centrality to the movement opposing the international corporate agenda could make them the target of increased attack.



"Listen to that beautiful music," exclaimed a community leader during three days of celebrations in November 2001 celebrations for the 18th anniversary of the Zapatista movement. "How wonderful that our young people are singing, organizing basketball tournaments, and building schools rather than fighting and killing." The Zapatista education system not only gives lie to those who try to identify these Maya rebels with the dogmatism and intolerance of terrorism; these unique schools offer a concrete alternative to both of the extremes mentioned by Marcos.

"Certainly, our children must read Cervantes and Borges, but they should also come to love Shakespeare and understand advanced mathematics like calculus and trigonometry," was how one Zapatista expressed the vision of his movement. "Our kids will learn about traditional Maya medicinal herbs because we can't afford western medicines, but they will also use the internet to communicate with students all over the world who are being also being hurt by the huge corporations."



The number of Zapatista schools, which accept neither government funds nor the official curriculum, has exploded over the last several years with the most rapid growth occurring in the autonomous primary schools throughout Chiapas.

"Someday everyone in Mexico will want one of these credentials!" confidently declared the commencement speaker during the August 2001 First of January Secondary school graduation when students were presented with Zapatista diplomas acknowledging completion of their first year of study. To date, the Mexican public education system does not recognize such achievements.



"But what's the real difference between your Zapatista secondary school and the government school you attended for your first six years of education?" I once asked the group of giggling, energetic preteens just as the bright sun broke through the morning mist around Oventik.



## Zapatista Schools cont.



"The promoters (Zapatista teachers) here are really nice and they teach us the meaning of resistance, they are not like the teachers in the government schools," mumbled one shy 12 year old student. "Here we learn a lot and the promoters never make us feel bad, but they help us understand things from our culture, from the point of view of the small producer," agreed a bright-eyed 13 year old girl. "The promoters insist that we speak out; they all can understand our language. In the government school we aren't allowed to speak in Tzotzil and the teachers were very mean. They only presented the side of the bad government and the exploiters."

"We are not terrorists, we are opposed to terrorism," insisted the SERAZ coordinator during an extended interview in Nov. 2001. "Zapatistas are clear that we do not attack civilians, we defend civilians." Maya school board members and teachers nodded in agreement as the superintendent briefly spoke in Tzotzil before continuing in Spanish. "Zapatistas simply cannot be terrorists, we defend civilians and we teach our students humanity and how to be real human beings ... no true person can condone what was done to the twin towers in New York; and no real human being can condone the conditions we are forced to endure as indigenous people."



Conversations with Subcommander Marcos

by Ignacio Ramonet, Le Monde Diplomatique

May 2001



*Financial and moral support for Zapatista schools is developed through an ambitious Mexican and international collaboration called the Education Caravans for Peace. This collaboration allows Mexican and international participants to visit Chiapas for two weeks as guests of SERAZ. In addition, the Zapatista civilian centers are now offering classes in Spanish and Maya languages to raise money for their schools. For additional information about travel programs or register for language study contact: Schools for Chiapas at <[schoolsforchiapas@schoolsforchiapas.org](mailto:schoolsforchiapas@schoolsforchiapas.org)> or via their web page at [www.schoolsforchiapas.org](http://www.schoolsforchiapas.org). 619-232-2841 (USA)*

### **Anarchist teacher Francisco Ferrer opens Modern School in Barcelona**

This year, Francisco Ferrer (1859-1909) opens the Modern School. Twenty years before the establishment of [Summerhill](#) in England, and inspired by the French Cempuis school, Ferrer's Barcelona Modern School provided a learning environment in which student freedom and choice were paramount.

The Modern School had no rewards or punishments, exams or marks—the everyday 'tortures' of conventional schooling. And because practical knowledge is more useful than theory, lessons were often held in factories, museums or the countryside. The school was also used by the parents, and Ferrer planned a Popular University. (from *Anarchy: A Graphic Guide*, by Clifford Harper)

Francisco Ferrer was executed by firing squad in 1909 but the model of the Modern School inspired educators in many other countries, and similar schools were founded in Britain, France, Belgium, Holland, Italy, Germany, Switzerland, Poland, Czechoslovakia, Yugoslavia, Argentina, Brazil, Mexico, China, Japan and, on the greatest scale, in the USA.



# Injustice, an account by Scott Gray

Realizing that youth is the time in which most of our long-standing opinions and personality traits are formed, those of us between the ages of six and sixteen were herded like cattle onto buses. Many of us had only heard rumors about the place we were going; we didn't know what these camps were to really consist of.

Most of the parents didn't want to think about the terror we would go through. A few fought back tears as we embarked on that first ride. Other, bolder parents, tried to prevent their children from being so humiliated and abused; and refused to give their children. But these parents were found guilty of the so-and subjected to humiliation as their the Authorities that was best for them.

We were then line off the bus, into all thirty of us. assured that we the information we life; and that They best for us. After rote poetry in praise sat down to begin acquiring culture.

When we tried to friends, they grew breaking up any began, many of change our seating period (for the day periods). During shortly) we were with different



herded, in a straight a large "classroom"; There, we were would be supplied all would ever need in surely knew what was being told to recite of freedom, we were the process of

stand together with nervous. Intent on alliances before they Them insisted that we arrangements each was broken up into recess (more on that coerced to spend time children each day.

When parents were summoned for conferences -- at which the failure of the student's family to provide a suitable environment would be discussed -- we were always denied admittance and the right to face our accusers. The one of us who requested a lawyer was laughed at.

Perhaps most humiliating were the lines. We were put in line for food. We were lined up in a row to urinate. We were lined up to enter and leave the building. If we needed to perform even the most private acts, we were expected to raise our hands and explain our need to the warden -- with all the other inmates looking on.

Any books, games or other diversions we had with us were stripped away. We were forced to take periodic "tests". Sometimes, a person fared poorly on the test and was dropped to a lower "grade". When this happened, we rarely ever saw the person again, except glances in the hallways.

Some of us developed secret signals, and passed notes. We were so destitute of hope that we never seriously dared revolt; we merely wished to humanize our time together. This was \_most\_ frowned upon.

# Injustice cont.

At one period of the day, we were given the opportunity to work off the built up hostility of the day. Recess consisted not so much in free time to do as one pleased, but in angered frustrated people taking out their aggressions on smaller weaker inmates.

They found all kinds of ways to divide us. They gave us worthless tokens and trinkets, made up of gold stars and letters one would be forced to wear branded on their papers -- and for all their lives on records about them maintained by the State. Many fell for this brainwashing, and extolled the virtues of the State; being held up as examples to the rest of us.

As we grew older, and the physical differences between us and our oppressors disappeared, they began to rely on psychological mechanisms. The basic fear of authority, and unwillingness to think for ourselves, instilled as youth made us easier subjects as teens. Though we were still divided; the drones who bought the whole corrupt system helped perpetrate it, and the rest of us were labeled delinquents.

To help keep us quiet, various tactics of crowd control were brought to bear. Bread and circuses were given; a free lunch and high school football.

By this point, some fight for free speech, privacy and other were often sent to "emotionally "special class" which whispers. Those who their freedom were thereby ostracized; and the State would often blame the parents, sometimes sending specialists to "examine the home situation".



finally found the courage to free thought, free assembly, basic rights. Those who did detention, or labeled "disturbed" and sent to the was only spoken of in so vehemently demanded

It ended for most of us only after twelve years of humiliation. We, who were given this punishment -- greater than that received by rapists in this country -- were never accused of any crimes; let alone found guilty in the courts through due process of law. We were given certificates to prove that we had served our time -- and done so in a manner satisfactory with the mores of our keepers.

The system is such a corrupting influence that many of the other prisoners -- years after being released -- believe that it taught them useful skills. Can our culture survive when the only people deemed fit to protect it are trained in such a brutal fashion?

Reprinted with permission. The Sudbury Valley School, 2000.

## SchOOL stOpPIng TiP

**trash fires are always fun, but you didnt here it from me!**



## JROTC Promotes Violence, Gangs, & Guns

Instead of an alternative to violence, JROTC brings guns into the schools. Often, JROTC teaches students to use them. Students in a JROTC unit in Long Beach formed a military-style gang and murdered one of their members. In Detroit, a student shot another student in the hall of the school on the orders of the student gang (and JROTC) leader. In Arizona, a camouflage-clad JROTC student murdered 9 Buddhist monks. In SF, CA, a student's eardrum was broken in a hazing ritual that had gone on, with JROTC instructors' knowledge, for years. This doesn't happen in math classes, so why here? Military training glorifies war. Ninety percent of all JROTC programs train students to fire rifles or pistols. All of them drill with guns and teach military history, customs, traditions, and beliefs. In JROTC, too many kids learn, from example, that violence is acceptable

## JROTC Costs Districts Tens of Thousands of Dollars

While most school districts face budget shortfalls and cutbacks, JROTC drains resources from constructive programs. JROTC units cost districts about \$50,000 per school and often require expensive modifications to school facilities. In the 1995-1996 school year, the New York City Board of Education spent \$398,000; San Francisco spent \$570,000; and Atlanta spent **\$1.5 million** to subsidize the Pentagon.



## JROTC Teaches Passivity, Not Leadership or Critical Thought

Learning to march and obey without thought is not preparation for a high-tech future. Yet that's what JROTC emphasizes. The Army JROTC text, LET 1 (Leadership, Education, and Training), p. 87, states, "When troops react to command rather than thought, the result is more than just a good-looking ceremony or parade. Drill has been and will continue to be the backbone of military discipline." Almost all schools feel that one of their primary missions is to teach critical thinking. Yet JROTC promotes unquestioning, amoral obedience. The Navy JROTC text, Naval Science 1, p. 24, calls for "...Loyalty to those above us in the chain of command, whether or not we agree with them." This is authoritarianism, not democratic leadership.

## JROTC Violates the Principle of Local Control

The Pentagon dictates JROTC curriculum, textbooks, and course content. JROTC instructors are often paid higher net salaries despite not having to meet District qualification standards. JROTC instructors aren't required to have college degrees. They are not credentialed in the academic subjects that JROTC claims to teach.

### **school stopping tips**

- Organize students into alternative clubs.
- Organize students and parents to kick fast food franchises out of the school cafeteria.
- Sabotage the school metal detectors.
- Ask the librarians if they will display zines done by students.
- Break the clocks.



## **JROTC Targets Low Income Communities**

Fifty-four percent of JROTC participants nationwide are students of color. JROTC graduates are recruited directly into the lowest military ranks. The military targets low-income schools in the same way tobacco & alcohol companies target low-income communities. The results are equally deadly. Half the military's front-line troops are people of color.

## **JROTC Textbooks are Biased and Bigoted**

The Army JROTC textbook LET 3, p. 185, trumpets, "Fortunately for the Army, the government policy of pushing the Indians farther west then wiping them out was carried out successfully." In addition to this celebration of brutal racism, women are almost invisible in JROTC textbooks. Veterans with disabilities and gay veterans are excluded from receiving the Pentagon authorization required to become a JROTC instructor.

## **JROTC Discriminates**

JROTC discriminates against students and instructors who are gay, lesbian or bisexual, people with disabilities and immigrants

## **JROTC Is a Military Recruiting Program, Not a "Way Out"**

According to Lt. Commander Ray Kempisty, Public Affairs Officer, national headquarters of NJROTC, "Approximately 50% of all NJROTC program graduates enter military service." Army JROTC figures are similar.

The military is not a "way out" for low-income youth. The DoD advertises financial aid for college. However, between 1986 and 1993, the military actually took \$720 million more from GIs in non-refundable deposits than they paid out in college benefits, according to a report in Army Times. Military job training is also a myth. Only 12% of male veterans and 6% of female veterans report using skills learned in the military in their current jobs. In fact, according to the Veterans Administration, veterans overall earn less than non-veterans, 1/3 of homeless men are veterans, and at least 20% of Federal and state prisoners are veterans.

Even former Secretary of Defense Cheney admitted, "The reason to have a military is to be prepared to fight and win wars. That is our basic fundamental mission. The military is not a social welfare agency, it's not a jobs program." JROTC is a program of the military, by the military, and for the military. Disguised as an education program, JROTC is a Trojan Horse the military uses to gain access to schools and potential recruits.

## **school stopping tips**

- If your school has a minute of silence, advocate a minute of singing songs.
- Never say the Pledge of Allegiance. Don't even stand for it.



# A time for de-schooling *By J Subjectivity*

Let us analyze our school days. Let us dissect the pre-determined routine that is imposed upon us, regardless of our needs and desires. The unsolicited schedules and activities that we are forced to comply with. Though were we consulted? Were we asked if authority and obedience are beneficial to our pursuit of knowledge? Has anyone asked how you feel about being prepared for wage slavery – that is, exchanging hours of your life in return for humiliation, a greedy boss and a few dollars? Have you ever asked yourself if anyone has the right to dictate your life? Be it during school, work or the remainder of daily life where someone or something – be it armed police thugs or multinational corporations – decide your choices for you. What if we controlled our own destinies and lived in freedom and equality, in a society where we don't have to sell our lives to survive. What if we learnt all the wonderful and enticing things there are to learn without coercion and compulsion, competition or punishment? Free from standardized exams and syllabuses. What if we said no to the alienation and poverty of coercive and compulsory education? What if we demanded self-managed schools, that is, schools operated by students and teachers together where hierarchy, oppression and uniformity cease to exist.

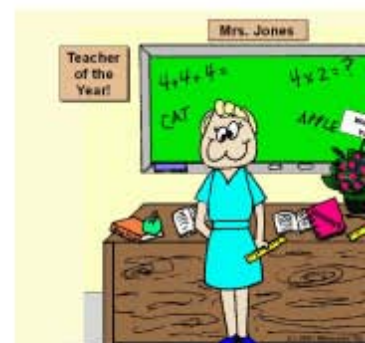


I DON'T WANT TO GO TO SCHOOL! I HATE SCHOOL! I'D RATHER DO ANYTHING THAN GO TO SCHOOL!



We are oppressed by the education system (and by authoritarian society, as authoritarian schooling is an expression of this – but more on that later) from the minute we wake up. Did you decide to awake in the dark at six thirty in the morning, or were your options already prescribed for you? From that very instant, your life is not your own. We wake, we shower, and we eat and then dress our selves in a uniform. That's when the explicit humiliation begins. One of the single most degrading and enervating miseries anyone can suffer is being forced to wear a uniform. Uniforms are worn by prisoners, office workers, police and military personal – not by freethinking beings in a free environment. Despite what some apologists might say, a uniform is not a “tool for equity” that prevents children from being harassed – we can overcome trivial taunting and bullying ourselves. (Though how can we expect to eliminate authoritarian behaviour amidst a hierarchical institution that sanctions authoritarian relationships and teaching methods) A material uniform exists to repress our individuality, teach us discipline and preserve our docility – the very same thing we are to experience in the workplace and greater consumer society.

Upon arrival at school we are subject to rules, regulations and an institution that we exercise no control over. And they wonder why we don't want to attend! It's because this lack of control engenders a severe feeling of alienation. The feeling that school would continue to function and imprison with or without you there. The same alienation we will feel upon entering the market or by having demagogic leaders and unknown technocrats organize our society. When we sit down in class and are ordered (as it is an order disguised as a friendly request) to complete activities 1 to 9 we experience alienation. We did not participate in the decision to purchase these textbooks, textbooks that we are supposed to learn from. We were not even involved in deciding which activities to do, what subject to study or when and how to study it. Not only are we alienated from the schooling apparatus, but from each other and teachers alike. We rarely even know the first name of the teachers with whom we interact (albeit submissively) with for several hours a day. We rush past each other in the corridors, evading eye contact at all costs. This is alienation and we need not tolerate it.



Out side of and during school, we are taught to be submissive, to submit – by the family, by police, by teachers, (who are only submitting to an even higher authority) by employers and by the state. At times this enforced submission is discreet. Like when addressing a teacher by their last name, or – even more inhumanly – with Sir or Miss. At other times our subordination is as patent as possible, such as having to request permission to urinate. Our movement is also restricted, with permits being necessary to exit the classroom while being prohibited from leaving school grounds. How are we to learn in an elaborate cage, decorated with sordid colors and government propaganda, seemingly controlled by wage slave masters (teachers) who are as impoverished and wretched as us. This is slavery and imprisonment. What's that you say? We don't have to be here; ultimately we're free to leave and get a job. Splendid. The world of forced labor. The world of servitude. Where we follow orders, where our productivity is appropriated, where our lives are stolen and where we are rewarded with identical commodities. That doesn't sound like much of choice to me. In fact, that sounds like it's just around the corner.





# A time for de-schooling cont.

The part of ourselves that is possibly most mutilated by current schooling is our lust to learn. When we're young, we rejoice at the opportunity to learn, to experience new and unique things. We would explore the bush for hours on end, talking to each other, learning free from constraints and the annoyance of bells. But somewhere along the way we began to recoil at the thought of learning, at the thought of knowledge and even at the thought of books. Is this an innate tendency or a natural progression? Or is it the consequence of years of authoritarian schooling, where we are punished and disadvantaged for failing to regurgitate textbook information. Is it the result of a system that fails to consider our unique and preferred modes of expression? Is our disinterest in learning due to a conditioning mechanism that forces us to compete against each other for university places, rather than support each other in the pursuit of balanced, self-motivated and healthy learning. There is an alternative. Modern Schools – schools free from authoritarian methods and relations that are managed by students, teachers and parents. These schools exist and have existed for hundreds of years. Modern Schools have been a part of and advocated by the international Anarchist movement since the beginning of the 1900's. We can refuse to be indoctrinated by state and/or private institutions. We can create an environment that can assist our self-realization, an environment that can help us reach our desires. We can create a "school" where classes are not only conducted by teachers and where we aren't filed into grades according to our age. A school where we can read our own books or play actively without being reproached by teachers. A school that we control, not through false student governments (like the SRC) that replicate the fake democracies of larger society, but through exciting and colorful student assemblies where we all enjoy equal power, not over each other, but over our own educational experience and lives.



If we want to build these kinds of schools, schools that we voluntarily come to and enjoy being at, we must understand that the current educational system is an essential component of our capitalist and authoritarian society. It is here that we are regimented and reified (turned into objects) taught to obey authority and submit to the demands of others. It is here that we are instructed on the virtues of either working for somebody else or having somebody work for us. It is here, right now, that we are being prepared for a life of passivity and mediocrity. We are being prepared to accept willingly a life that is not our own, a life that is always controlled by someone or something else. In fact, we are being prepared for complete survival – life reduced to work and consumption. So the time for refusal is now, before we can be successfully assimilated into a society organized by capitalists and state and into a culture that portrays everything as something else. If we want to de-school, transform our lives and redefine the meaning of happiness and excitement, then we must destroy all forms of oppression and authority. We must destroy the civilisation that gives birth to and reproduces the schools we are forced to attend and the lives we are forced to lead.

This article was originally posted on [infoshop.org](http://infoshop.org) and is now featured in a pamphlet in Sydney Australia.

## School stopPING TIP

**Always carry a screwdriver. Dismantle the school one bolt at a time. Unscrew door handles, light fixtures, pull down screens, etc... you can also use the screwdriver to pop the tires of the administration.**





# HOMEWORK

## Zines

Dropping Out

<http://www.crimethinc.com/downloads/drop.html>

ADD poster

<http://www.crimethinc.com/downloads/add.html>

youth e-zine

[http://www.infoshop.org/kidz/k\\_baby\\_a.html](http://www.infoshop.org/kidz/k_baby_a.html)

flaming flag

<http://thor.prohosting.com/~fflag/paper.htm>

## Contraband

<http://www.mindspring.com/~louve/>

**John Labovitz's e-zine list** - Links to hundreds of e-zines

<http://www.meer.net/~johnl/e-zine-list/>



## Links

United Students' Union

<http://usu.home.ml.org/>

Student Resistance Corps

<http://sturec.home.ml.org/>

**Peacefire** - Page for free speech of minors/disable blocking software

<http://peacefire.org/>

**Ryan's Anarchy FAQ** - Answers to your questions on anarchy

<http://www.geocities.com/CapitolHill/1931/>

infoshop school/kids

<http://www.infoshop.org/kidz/nay.html>

[http://www.infoshop.org/kidz/k\\_schools.html](http://www.infoshop.org/kidz/k_schools.html)

<http://www.infoshop.org/kidz/toolkit.html>

[http://www.infoshop.org/kidz/k\\_readings.html](http://www.infoshop.org/kidz/k_readings.html)

i-news

<http://www.infoshop.org/inews/stories.php?topic=65>

<http://www.infoshop.org/inews/stories.php?topic=76>

brat

<http://www.brat.org/>

spunk

<http://www.spunk.org/cat-us/educate.html>

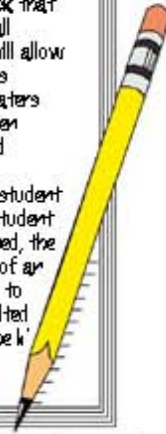


**The Teenage Liberation Handbook:  
How To Quit School  
And Get A Real Life And Education**

available at [akpress.com](http://akpress.com)

Your life, time, and brain should belong to YOU, not an institution. This Handbook is for everyone who has ever gone to school, but it is especially a book for teenagers and people with teenagers in their lives. It includes some good reasons to think about quitting school; how to reclaim your natural ability to learn and teach yourself; how to get your parents' support, keep your friends, and stay out of legal trouble; how to design a personalized education you can get excited about; how to go to college without going to high-school, and much more. To say this is a valuable resource is a staggering understatement.

If school is the beginning, then we will unmake school, better yet - we will declare war. An endless war for the endless attack that the system of markets, commerce, and work has created all around us. They would give us biological molestation, we will allow ourselves the sleep that our bodies need. They would give us genetically modified foods and meats, carbonated sugar waters and disgusting corporate tripe, and we will give them broken vending machines and green houses that produce fruits and vegetables that we will grow, cook, and eat. In place of standardization, we will have free association. The puppet student governments will be meaningless in the face of organized student assemblies and councils. As the flags by the office are burned, the principles office will make a perfect home for the creation of an indy media center, as propaganda teams occupy the copier to make news of the insurrection. Unlimited knowledge, unlimited access, unlimited freedom to explore, create, and become the kind of people that we want to be.



STUDENT GOVERNMENT NEVER,  
STUDENT SELF-MANAGEMENT NOW!

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**tofu**